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THIRTIETH SESSION OF THE ALL-INDIA EDUCATIONAL CONFERENCE

PRESIDENTIAL ADDRESS

By

HUMAYUN KABIR.

Whatever I am going to say are my personal views and do not in any way commit the Government of India or the University Grants Commission. In fact they commit nobody but myself as an individual citizen of India.

I do not know if you will agree with me but I have often felt with regret that the importance of education is not always fully recognised in our country. We also speak in season and out of season of the great reverence which was paid to the teacher throughout Indian history. Unfortunately, the acknowledgement often remains verbal and in our order of priorities, we give education a comparatively lowly place. When the Indian Constitution was being framed and various issues were being discussed in the Constituent Assembly, there was a proposal that the importance of education may be recognised by earmarking ten per cent of the Central Revenues and not less than twenty per cent of the State Revenues for education. The proposal was not accepted and the Constituent Assembly contented itself by including a provision that every endeavour shall be made to provide within ten years compulsory free education to all children up to the age of 14. I am not unaware of the great expansion in education since 1947 but I am still not sure if history will judge that the endeavour we have made is commensurate with our capacity. With a few exceptions, most States spend hardly ten per cent of their budget on education even though it is the means through which the future citizenry is to be built. The usual explanation is paucity of funds and the pressing demand for other services. Even after all allowances are made, we have to admit that education does not receive in India the first, the second or even the third place in the order of priorities. I am constrained to say that we have not given to education the same priority as has been done in the United Kingdom. I still remember the ringing phrase of the late Mr. Tomlinson when he opposed all demands for cuts in the education budget by proclaiming that his Ministry did not spend but only invested in the future of the nation.

We compare our teachers of today, very often to their detriment, with the *gurus* of ancient days. We calmly ignore the difference between the conditions in which the *gurus* of the past operated and our teachers work today. We read in the Ramayana and the

Mahabharata that a hundred thousand heads of cattle were given as gifts to a single teacher. We read of *Tapovanas* which can in modern terms be translated as generous establishments which looked after the physical, the mental and the intellectual needs of the teachers. By contrast, the teacher of today suffers from poverty, neglect, indifference and insecurity. We have further to remember that in the past, only a minority enjoyed the benefits of education and the number of teachers was consequently a still smaller minority. Today, education is provided on a national scale and the number of teachers run and ought to run into millions. How then can we expect in the poor and often poorly qualified teacher of today the same spirit of dedication and service as in the *gurus* of ancient days ?

It has again become a fashion today to condemn the entire educational system without pausing to think that such sweeping condemnation does more harm than good. That there are defects in the system no one can deny. In fact it is a wonder that the defects are not greater. Where many teachers at almost all levels are the rejects of all the other professions and take to teaching as a last resort after disappointment and frustration in other spheres of life, how can we expect that they will bring to their task the idealism, the ability and the enthusiasm which alone can make teaching vital and creative ? I do not deny that much of what passes as education in our country is a matter of dull and lifeless routine, and as such not education in the true sense. All education is essentially a process of illumination of the mind, in which the pupil catches from the teacher a spark of the divine flame. Many of our teachers have no spark in them, in fact not even smouldering embers. How then can they light the flame of knowledge and idealism in the minds of the young ? It is one of the paradoxes of the modern world that education has on the one hand become the condition not only of progress but of bare survival, and on the other, is one of the most neglected services of society.

Such sweeping condemnation undermines the confidence and morale of the teachers, engenders in the minds of the pupils disrespect for education and develops among the public a sense of apathy if not contempt for all matters pertaining to education. Everyone who has the interest of the country at heart should therefore protest vigorously against such sweeping and unqualified condemnation of our education and devote himself to making effective suggestions—and as far as lies in his or her power, to taking action—for eradicating the weakness and strengthening the values which both undoubtedly exist.

In a gathering of educationists, it is not necessary to recount in detail the various measures which have been undertaken since independence in strengthening and reorienting our education at all levels. At the elementary level, it has been decided to change over from the traditional to the Basic pattern. From the nature of the case, the change-over has to be gradual and we must not encourage the idea that it means any violent break with the past. It is a truism that young children ought to be trained through activity and that all school subjects should be taught as an integrated whole. All good educationists have recognised these principles in practice even though they may not have always formulated them as explicit theories. What is new in the Basic system is the emphasis on social utility and purposefulness of education. The process has started but the conversion of some two hundred thousand schools and re-training and reorientation of almost a million teachers must necessarily be spread over many years.

One other word of caution is needed here. Social utility and purposefulness of education are values which no one can question. The economic self-suffi-

ciency of schools—which also is sometimes regarded as an essential feature of Basic education—must however be carefully considered from various points of view. In the present context, it may be doubted if it is necessary to place the same emphasis on economic self-sufficiency as was done in the past, particularly when we remember that the ideal of such self-sufficiency was linked with a simple economy based on manual labour while independent India is moving increasingly towards a complex economy which will utilise every form of power and machine including the yet unexplored resources provided by the utilisation of atomic agencies. Perhaps it was this consideration which weighed with Pandit Nehru when recently he said that he did not care for any particular label or dogma but wanted for the children of India good, sound education which would develop their character and instil in their minds the true spirit of science.

In the field of secondary education, the decision to build the school curriculum round a group of core subjects and offer a large number of electives to suit the interests and aptitudes of different pupils is bound to have far-reaching consequences on our educational theory and practice. Of equal importance is the decision to extend the period of secondary education so that normally no child will be ready to leave the secondary stage till the completion of its seventeenth year. I speak with some hesitation, but to my mind, the decision of some universities and Boards of Secondary Education to abolish an age-limit for the school certificate was a mistake and has harmed the cause of education. It has at times led to undue pressure on the child, because of the parents' and teachers' anxiety to complete school education as quickly as possible. Besides, it has not taken into account the fact that education is not merely the acquisition of a body of knowledge but the development of the child's entire personality in its physical, intellectual and moral aspects. A certain maturity of body and mind is essential before a child can be allowed to leave the comparatively sheltered and guided life of the school and take to a vocation or launch into the adventure of knowledge in the freer and unchartered sea of the university.

Changes in the pattern of university education have also become necessary in the light of these decisions for reorganising and strengthening elementary and secondary education. Of even greater importance is the need to develop in university men and women a balanced personality which will enable them to provide leadership in many fields. In the modern emphasis on specialisation, there is a very real danger that the products of the university may acquire expertise in various fields of knowledge without acquiring an integrated and wholesome view of life. If physical morons are a liability to society,—for they cannot contribute effectively to social welfare—intellectual morons are a positive danger, as they may become agents of destruction and ruin for entire humanity.

There are three measures which to my mind seem essential if these innovations are to give the desired results. The first and foremost of these is to improve the quality of teachers. In fact, the better a system, the greater the need of teachers of quality. Men of limited ability and vision may carry out the routine of much of traditional education, but to develop the new ideals of education in a creative way demands the devotion and energy of men and women of the highest calibre. The first and foremost consideration in any reconstruction of education in India is therefore the creation of conditions in which a fair proportion of the ablest men and women of each generation will be attracted to and retained in the profession. This will require a revolutionary change in society's attitude to the teacher. Today, the teacher is only too often one who has knocked at many doors and after disappointment everywhere taken to teaching as a last resort. This not only means that

the average teacher is poor in quality, but what is worse, he is a frustrated and disappointed man. Nothing can be of greater danger to the future of a community than a situation in which the young and growing minds of children are warped by contact with bitter and cynical men. It is true that there is always a small handful of dedicated spirits who are prepared to devote themselves to teaching regardless of the conditions but when we want to develop education into a national service where hundreds of thousands if not millions of men and women will be required at different levels, we must guarantee to them salaries, conditions of service and other amenities which will compare not unfavourably with the other professions to which men and women of comparable ability resort.

Among the other amenities, perhaps the most important is the freedom to function independently of local factions or intrigues. In fact, I am now beginning to believe that non-participation in politics is a necessary condition for success as a teacher. I am not suggesting that he should not be interested in politics—no one who is sensitive and intelligent can be indifferent to the vital currents of the day—but his interest should be academic and detached. The demand that the teacher should abstain from politics or trade union activities can however be justified only if the State and Society guarantee to him the status and conditions of service needed *for the proper discharge of his duties.*

The second measure I have in mind is the creation of conditions in which educational opportunities will be equal for all. India has decided to become a secular democratic Republic. I doubt if the full significance of this decision is always realised by many of us. Certain categories and groups of people have enjoyed special advantages and have been treated differentially before the law. Equality of all in the eye of the law has for the first time been realised in theory and in practice only since 1947.

Equality before the law must have as one of its essential ingredients equal facilities for education. In the complex world of today, position and power is becoming increasingly a function of education and knowledge. In order to achieve equality before the law, it is therefore essential that educational opportunity must be linked with aptitude and ability and not the mere accident of birth. Unfortunately, education beyond the elementary stage is not free in India today. The result is that even at the secondary stage, many children drop out who would have become assets to the nation if they could have continued their studies. This economic handicap works even more drastically at the collegiate and university stage. This is a double loss to the community. On the one hand, it is denied the services of hundreds of thousands of young men and women who were potentially leaders of the highest quality. On the other, it depresses standards of secondary and still more of higher education by bringing in pupils of comparatively inferior quality. In such circumstances, even the small number of students who go up for higher education do not develop to their full capacity. The result is that an inferior quality of leadership is alone available for the community.

It is essential that this state of affairs must be rectified by providing scholarships, stipends, bursaries, free places and other methods of assistance by which able children in poor circumstances *will be afforded the opportunity* of pursuing their education up to the highest levels.

The third measure is the improvement of physical amenities in schools, colleges and residences for the pupils. Today, most colleges are poorly housed and poorly equipped in addition to being poorly staffed. In the metropolitan cities, the conditions of living of pupils are sometimes so wretched as to defy description. Congested classrooms, absence of libraries and common rooms, and miserable living quarters combined with poor teaching make

many a college a mere apology for an educational institution. Without any of the opportunities for serious study or healthy and creative co-curricular activities, is it any wonder that young men and women become discontented and rebellious? There is nowadays a great deal of talk about student indiscipline and maladjustment among the young, but I have not the slightest doubt in my mind that if the quality of teachers is improved, admissions to universities and colleges governed by considerations of merit and aptitude and the minimum physical facilities for healthy living provided, these problems, even if they do not disappear overnight, will be reduced to negligible proportions.

These three measures are to my mind the essential conditions for re-orientation and improvement of education in India. They should receive the highest priority in all our proposals for educational reconstruction or expansion, and if they are adopted, we can create in the younger generation the scientific temper which is rightly the aim of all our educational effort.

Education in India must create this spirit of democracy, scientific enquiry and philosophic toleration. Thus alone can we be the rightful inheritors of the glorious traditions which have been built in this country in the past. Thus alone can we claim to take our share in the modern heritage which seeks to combine the contributions of peoples throughout the world. Modern India is a crucible where old values and new are being transmuted and fused. Education is a catalytic agent which can make this fusion possible without violent upheaval or clash. Educators in India have the privilege and the duty of serving as the agents of this new effort at synthesis and evolution of a new civilisation for the world.

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THE SOUTH INDIA TEACHERS' UNION

Diary for the month of January 1956

6—1—1956: The S. I. T. U. Council of Educational Research—registered.

10—1—1956: Balar Kalvi—December 1955—published.

12—1—1956: Circular regarding the 46th Madras State Educational Conference sent to all affiliated associations.

16—1—1956: South Indian Teacher—December 1955—published.

26—1—1956: Informal meeting of the Madras Members of the Working Committee.

28—1—1956: Executive Board meeting and Working Committee meeting.

31—1—1956: Diamond Jubilee Celebrations of the Madras Teachers' Guild.

HANDICRAFTS IN EDUCATION

By

DR. H. S. S. LAWRENCE, M.A., Ed.D. (Columbia),

Madras Educational Service.

(In this article the author indicates the present status of Handicrafts teaching in the Schools of India and other countries and explains the general intrinsic aims and values of craft education. At a time when educational reorganisation schemes are introduced in India, it is essential that pupils, teachers and parents must understand the merits of craft education which is based on justice for all, co-operative endeavour and respect for human individuality.)

In 1942 UNESCO and the International Bureau of Education published the result of an enquiry into the subject of Handicraft teaching in the primary and secondary schools of 37 countries. In 1950 a similar enquiry was again made on the teaching of handicrafts in secondary schools exclusively of 47 countries. These enquiries disclosed that this subject was received with welcome speed both in the primary and secondary schools of many countries, that the educational value of handicrafts is recognised and that the importance of the subject is still growing.

It is interesting to see the influence of Geography in the choice of handicrafts taught in schools. In Burma, for example, boys learn bamboo-work, cane-work and wood-work, while in Thailand girls work with banana leaves. Craft teaching in Egypt includes fret-work, leather-work, weaving and carpet-making. In Honduras, boys learn basketry, wood-work, weaving, book-binding, soap making, brush-making, pottery and tanning while girls learn needle-work, tailoring, and flower-making. Boys in Czechoslovakia are taught gardening, wood-work, car driving, cooking and tailoring, while girls learn needle-work and domestic science. The crafts taught to Canadian boys in Ontario are modelling, wood and soap carving, stage art, textile printing, pottery, weaving, carpet-making, book-binding and metal-work.

Handicrafts have become prominent in many of India's national reorganised schemes of education. In 1937 Mahatma Gandhi wrote in the *Harijan* : "Literacy in itself is no education. I would therefore begin the child's education by teaching it a useful *handicraft* and enabling it to produce from the moment it begins its training." He evolved this idea through confidence derived from practical experiences of the needs of India. The Central Advisory Board of Education in 1944 endorsed the idea of education through craft. It suggested that craft activity should be of many kinds in the lower classes and should later lead to a basic craft. In several States including Madras, Basic schools sprang up. The Reorganised Scheme of Secondary Education in Madras made provision for education in crafts. The well known Modified Scheme of Elementary Education introduced by C. Rajagopalachari rightly and boldly emphasised craft education.

The reorganisation of education in many countries and the recognition of progressive activity methods in education have naturally meant the definite adoption of craft teaching in schools. Few are the people who approve of the motto "The three R's and no nonsense." It is being largely recognised that craft education is purposive and has intrinsic value. It is essential that parents, teachers and pupils understand the aims, principles and importance of

craft education. Art, said Ben Johnson, hath an enemy called ignorance. So too has craft. And the child of ignorance is prejudice. If there is proper knowledge and understanding, there will be no room for misunderstanding or suspicion in regard to craft education.

Craft education is intended to be useful for our children and youth. It aims to provide for "the education of the whole personality" and counteracts the one-sided bookish nature of the school curriculum. The education of the hand and eye should be the basis of the education of the mind. Craft education also provides opportunities to the child to develop his character. Character training, said Gandhiji, is primary education. When the child is doing some craft work, the traits of self-reliance, self-confidence and self-discipline are developed. Practical work demands precision, concentration, reasoning and will power. Children learn the traits of team-work, co-operative enterprise, mutual respect and friendliness appropriate to a social being. Theoretical studies may not appeal to children very much in this connection.

Craft education provides a channel for the pupil to express himself in the outside world. Psychologists believe that children generally do have "innate propensities" or urges for satisfaction in Society. If ways are not provided, children might divert their urges in channels that are anti-social. Creative work, as through craft work, further brings joy, satisfaction and security. The child has had an opportunity to "address humanity". The child also learns the art of proper appreciation of the best and beautiful in art, craft and nature. Besides serving as a useful occupation for leisure, craft work helps the child to judge that which is best in form, shape, colour, design, shade and symmetry.

It is the purpose of Craft education to teach the significance of physical work and dignity of labour. Whether it be agriculture, carpentry, tailoring, weaving or needle work, all of them show to pupils the meaning of self-respecting, self-supporting, intelligent work. Sooner this opportunity is given the better it is for pupils. "The crowning fortune of a man" said Emerson "is to be born to some pursuit which finds him employment and happiness whether it be to make baskets or broadswords or canals or statues or songs." Education will be effective when it gives a worthy place to manual labour in the curriculum. There is also "learning by doing". When learning a craft, children begin to discover facts and the laws of scientific thinking. John Dewey himself, who advocated this principle, raised eggs and vegetables, while at Columbia, and earned enough money to "pay for his keep"!

Craft education in both elementary and secondary schools, endeavours to relate education to the life. The teaching of craft corresponds to the American "project" technique and the "Correlation of studies" enunciated by Herbart's

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followers. The oft-quoted phrase "education for life and through life" has meaning when children learn the crafts of the locality. While being educated in crafts the child experiences what Browning called "the wild joys of living". Craft education puts into effect the conviction that education must help the social and economic adjustment of the child rather than just provide intellectual gymnastics. This should prevent the child later on finding himself out of his element in his own countryside and join the army of the unemployed. Education then becomes a preparation for work rather than an escape from it. Though craft education for young people is not intended directly as a form of vocational training, it does help individual children to discover aptitudes and develop healthy attitudes. Indirectly this also lends to village reorganisation. Craft education is sure to revive village crafts, tighten the burdens of village folk, enrich their lives and help them live self-respecting and contended lives.

It would be a mistake to deny or even underestimate the part played by crafts in the development of the human race. It would be a gross mistake to exclude craft education from the curriculum of our schools, both primary and secondary. Craft work has great value as an educational end and instrument. A healthy and co-operative attitude on the part of the public is required in this connection. Useful purpose will be served if teachers, pupils and parents understand the intrinsic merits of craft education which is based on justice for all, co-operative endeavour and respect for human individuality. It is essential that the public, with faith and courage, must give of their best co-operation to educational schemes following this concept of craft education. Craft work, in some form or other, is purposeful education.

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FROM OUR ASSOCIATIONS

TELLICHERRY

The meeting of the newly elected General body of the North Malabar District Teachers' Guild was held at B.E.M.P. High School, Tellicherry, on 30-12-55. Sri P. V. Krishnan Nair, B.A.L.T., Headmaster, Purameri High School, presided. 94 members were present. The first item on the agenda was the election of the executive. The following members were elected.

1. Sri K. Karunakaran, B.A.L.T., Headmaster, Parassinikadavu High School—*President.*
2. Sri K. Krishnan Nambiar
3. Sri K. K. Velayudhan Adiyodi— *Vice-Presidents.*
4. Kumari A. V. Malathi, B.A., B.T. *General Secretary.*
5. Sri M. K. Govindan Nambiar— *Treasurer.*
6. Sreemathy K. K. Nandini, B.Sc., B.T.
7. Sri C. C. Nair *Joint Secretaries.*
8. „ P. V. Krishnan Nair, B.A., B.T.
9. „ M. Venkita Prabhu, B.A., B.T.
10. „ A. Kunhi Kanaran
11. „ P. K. Padmanabhan, B.A., L.T.
12. „ K. V. Kunhi Kannan Nair
13. „ P. K. Achuthan Nambiar
14. „ P. Aboobaker
15. „ K. O. Raman Nambiar *Members.*

Important Resolutions

1. The report of the Elementary Education Reform Committee presided over by Dr. Rm. Alagappa Chettiar does not contain any plan regarding the implementation of article 45 of Indian Constitution which says "The State shall endeavour to provide within a period of 10 years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years," beyond stating that there shall be an elementary school in every village of a population of 300 and above and the school shall be either in the village or within a reasonable distance. In view of the statement of the Prime Minister that the work under Second Five-Year Plan will not be held up or retarded for want of funds, this meeting of the General body of the North Malabar District Teachers' Guild requests the Government to make provision for the free and compulsory education for all children until they complete the age of 14 years within the prescribed time which also is the time for the termination for Second Five-Year Plan period.

2. With the present low salary and with no prospects the teaching profession does not attract the best talents. No positive proposals has been made by the Elementary Education Reform Committee, regarding the emoluments for teachers beyond stating piously that the scale of pay should be definitely better than those given in other fields of employment, to persons possessing only corresponding general educational qualifications without the professional qualifications.

3. This meeting requests the Government to take steps for the integration of Elementary Education as a whole instead of the present compartmental division of Higher Elementary, Lower Elementary, Senior Basic and Middle School so as to complete the process within Second Five-Year Plan period.

4. The recommendation that every individual managed institution including those managed by teacher-managers should have within a date specified by Government a properly constituted and registered managing committee, in the opinion of this meeting, will not serve the purpose for which they are proposed to be constituted. Therefore this meeting requests the Government to constitute the proposed regional boards of education with statutory powers to take up the management of all existing elementary schools under all agencies within the area of their respective juris-

diction and to administer and to control the elementary schools under them with powers to open and manage new elementary schools, wherever necessary.

5. Since the present turn-out of trained teachers from training schools is thoroughly insufficient to meet the demands of expanding education, this meeting requests the Government to speed up the opening of sufficient number of Senior Basic Training Schools and of converting the existing non-Basic Training Schools into senior basic type with the object of completing the process within the Second Five-Year Plan period itself. The minimum general educational qualification for admission to the training schools should be a pass in the S.S.L.C. Public Examination.

6. The Elementary School Education Reform Committee has recommended for extra teacher for every complete Higher Elementary School. This meeting considers this concession as very inadequate and requests the Government to sanction an extra teacher for every five classes or section of classes in all Elementary Schools.

7. This meeting regrets to note that Hindi, the national language is not included in the syllabus for Elementary Schools. This meeting requests the Government to make provision for the inclusion of the compulsory study of Hindi in the syllabus for Elementary Schools.

8. While welcoming the recommendation that no reduction in the working hours of Elementary Schools is necessary, the reduction of work in Elementary Schools from 220 to 200 including the Association meeting days is highly necessary for the climatic and local conditions of Malabar do not permit the holding of more working days without detriment to the general health of children.

9. Provision should be made for the free supply of mid-day meals, books and slates to poor pupils without insisting that 50 per cent of the cost should come from parents or the public.

10. For the preparation of text-books a committee consisting of experienced teachers in the field and other expert educationists should be constituted.

11. At present there are no leave rules worth the name in aided elementary and secondary schools. This meeting requests the Government to enforce the same leave rules as are in force for teachers under Government on the teachers working under other agencies including the aided elementary and secondary schools.

12. The Elementary Education Reform Committee had recommended the raising of the age of retirement to 60. The Secondary Education Commission has also recommended the retiring age of teachers to 60. In view of the above recommendations this meeting requests the Government to raise the age of retirement to sixty for all teachers working in elementary and secondary schools.

13. The Elementary Education Reform Committee and the Secondary Education Commission have both recommended the benefits of pension scheme to teachers. This meeting requests the Government to grant pension to all categories of teachers including the B.T. teachers. This meeting further requests that the amount of pension to those teachers who are not benefited by the compulsory scheme of insurance be half the salary last drawn by the teacher.

14. This meeting requests the Government to implement the recommendations of the Secondary Education Commission presided over by Dr. A. L. Mudaliar immediately.

15. For the successful performance of any scheme of education, however laudable they may be, the emoluments, status of teachers, better conditions of service, old age pension and other amenities are the absolute pre-requisites.

16. For the general efficiency of instruction and for individual attention

this meeting requests the Government to fix the optimum number of pupils in a class or section of class to 30 in secondary schools.

ALWARTIRUNAGARI

The half-yearly conference of the Tirunelveli District Teachers' Guild was held at the Hindu High School, Alwartirunagari, on 7-1-56.

The Conference commenced at 8-45 a.m. with flag hoisting by Sri S. T. Adityan, B.A., B.L., the President of the Conference. In the unavoidable absence of Sri R. Venkatachari, the Chairman of the Reception Committee, Sri Sudarsanaramanuja Iyengar, Headmaster, Hindu High School, Alwartirunagari, welcomed the President and the delegates. He expressed great pleasure for the opportunity given to his school to conduct the half-yearly conference of the Guild. He observed that it was a red letter day for his institution since it was actively participating in the Conference and standing host to the delegates.

The President of the Conference, Sri S. T. Adityan delivered his speech touching all stages of education, Primary, Secondary and Collegiate.

The speaker then dwelt on the responsibility of teachers also.

Dealing with Basic Education, the lecturer said that the public had no faith in it. Only spinning was taught. We had advanced from craft centred to factory centred stage as in Russia. Our ambitions and aspirations should be very high. We should be scientifically advanced. So in Basic Education modern inventions like aeroplane, radio, television, etc., should be taught. Further teaching through stories in the primary stage should be attempted.

On the teaching of languages, the lecturer said that formerly language was taught from alphabets, words to sentences but now-a-days it was pattern centred. He remarked that research work to find out the words already learnt by the pupils at the age of 11 was not sufficient. He wanted that basic words in Tamil should be compiled and books written on this basis should be prescribed for the various standards.

He did not approve of asking children to study the 2000-years' old Kural as they might not like it and hence assimilate it properly.

Speaking on Secondary Education, the lecturer said that the selection examination in Form VI was not at all necessary.

He appealed to the Government to raise the status of teachers to enable them to lead a happy and contented life contributing their best to the cause of education.

Sri K. Venkatachalam Iyengar, Headmaster, P.M. School, Kulasekarapatnam, spoke on Elementary Education and the status of Elementary School teachers. He pointed out that a number of Committees were set up to study elementary education and submit schemes to the Government but so far nothing had been done to implement the schemes. The latest, the Alagappa Committee Report was most disappointing. Hindi was completely omitted in the Higher Elementary School syllabus. The report was silent on the scale of pay to the teachers. He wanted that the Government should adopt a definite scheme of salaries for teachers.

Regarding the status of Elementary School teachers, the speaker said that the teacher was in the lowest status of society because of his poor pay. He should not stand for elections to local bodies. He could not enjoy the privilege of franchise for Teachers' Constituency. Any excess of salary paid to experienced teachers was disallowed by the Government but it was tolerating different scales of pay between Elementary School and High School teachers of the same grade. Under these conditions the status of teachers would never improve.

Sri Ananthanarayana Iyer, B.A., of Alwartirunagari spoke also on Elementary Education and the status of Elementary School teachers. He pointed out that conditions in other departments had improved because of their strong Unions. The Teachers' Union was not strong and hence could not enforce their views on the Government. They should unite and be agitating till their grievances were redressed.

The President of the Conference in his concluding remarks said that we should keep pace with the rapid progress in other countries. The teacher deserved a higher status and he appealed to them to unite and strengthen themselves.

The President of the Guild read messages from the persons wishing the Conference success.

Sri Sudarsanaramanuja Iyengar, on behalf of the Reception Committee proposed a vote of thanks. Sri Athisayam Samuel, on behalf of the Guild, thanked all those that contributed to the success of the Conference.

ARUPPUKOTTAI

The half-yearly conference of the Ramnad District Teachers' Guild was held on Saturday, the 28th January 1956 in the Devanga High School, Arupukottai. The National flag was hoisted by Sri Kadambavanam, President of the school committee.

The delegates were welcomed by Mr. V. Antonisamy, the Guild President, who appealed to teachers to close up all ranks and strengthen the South Indian Teachers' Union, the only live organisation of the teaching profession in South India. The conference was declared open by Mr. Deveirakkam, M.A., L.T., Headmaster, Devanga High School, Arupukottai.

Sri M. Arunachalam, M.A., L.T., Headmaster, P. K. Nadar High School, Thirumangalam, presided over the conference. He urged the reorientation of all schools on a casteless and classless basis, so that pupils may have the proper atmosphere to acquire all the qualities of true democratic citizenship.

A symposium on recommendations of Alagappa Chettiar Elementary Education Committee took place in the afternoon. Resolutions were passed condemning the Report for banning private effort in the field of Elementary Education, for its omission to go into the question of financing elementary education in order to fulfil the directive principle of the Constitution and its failure to make specific recommendations in regard to improving the salary and status of elementary school teachers.

Professor S. Thiruvenkatachari of Alagappa Training College, Karaikudi, speaking on the American system of education observed that in America the community was a great deal influence and moulded by the ideals and activities of schools. Vidvan N. Subbu Reddiar of Alagappa Training College pleaded for the introduction of Tamil as the medium of instruction in colleges.

Sri V. Chockalingam, B.A., B.T., Secretary of the Guild, proposed the vote of thanks.

Resolutions.

1. The Conference prays for the speedy recovery of Dr. Alagappa Chettiar, a great benefactor of Education in the Ramnad District.

2. It expresses its genuine sympathy to all teachers and schools in the District, affected adversely by the recent cyclone.

3. It requests the Government to expedite the advance payment of three months' salary to all teachers working in private and local body schools.

4. It prays for the extension of the pension scheme to teachers of all grades.

5. It requests the Government to grant Government scales of pay to all

classes of teachers working under local bodies.

6. It prays for the exemption of Headmasters of Secondary Schools under local bodies from passing the Headmasters' Account Test if they have already passed the account test for Subordinate Officers Test, Part I.

7. As there is a dearth of trained graduate teaching personnel it requests the department to permit secondary grade teachers with 10 years teaching experience to handle classes in Forms IV and V and sanction a special allowance for them.

8. The allowance of Rs. 10 granted to Physical Education Teacher with secondary grade qualifications, be given to Physical Education Teachers working under all agencies.

9. It urges the Government to prescribe some minimum marks in the S.S.L.C. Public Examination for Hindi, learnt as an optional subject.

10. It requests the Government to raise the age limit for retirement of teachers from 55 to 60.

11. It prays for the full free education upto the S.S.E.C. class to children of all teachers.

12. It requests the Government to instruct heads of local bodies to sanction applications for loans from the provident fund with the least possible delay and to cancel the restrictive regulation that one year should pass between one loan and another.

13. It urges on the Government the need to remove all disparities in pay, leave, and other service condition between teachers of all grades working in Government schools and those working in local body and aided schools.

14. It requests the Government to cancel immediately the G.O. No. 2633 which permits local bodies to oust senior men teachers in preference to junior women teachers when it is a question of retrenchment.

15. It requests the Government to confer the right of voting on elementary school teachers in the election to the Assembly from the teachers' constituency.

16. While welcoming the recommendations of the elementary education reorganisation committee that all future efforts at elementary education should be the responsibility of the regional board, the conference felt that private efforts also should be encouraged so that the guarantee period in the constitution for minority and special interests should be fulfilled.

17. The Conference deeply regrets that the committee failed to make any specific recommendation about the Elementary school teachers' salary and service conditions.

18. It requests the Government to direct local bodies to pay secondary grade scales of pay to a higher grade teacher in elementary schools who passes the secondary grade examination.

MANGALORE

The Annual Meeting of the South Kanara District Teachers' Guild was held on Sunday, 22nd January, at 2 p.m. in the St. Aloysius College, High School. Rev. Fr. James Coelho, S. J. presided over the meeting.

The Report and the Audited Statement of accounts for 1955 were adopted.

The meeting also resolved

1. That the South Kanara District Teachers' Guild feels that admitting pupils throughout the year for the I standard is one of the main reasons for the inefficiency in Elementary Schools and hence requests the D.P.I. to restrict fresh admission to Elementary Schools from June to November.

2. to request the Government once again to sanction the post of Grade I Pandit for each language irrespective of the number of hours of work in higher forms.

3. that the affiliation fee to the Teachers' Guild cannot be raised at present and as such it is not possible to support the recommendation of the S. I. T. U. to amend its rules and enhance the affiliation fee due to the Union.

4. that this meeting of the G.B. supports the resolutions passed at the District Educational Conference held at Coondapur.

The meeting then elected the following office bearers :

President :

Rev. Fr. James Coelho, S. J.

Vice-Presidents :

Rev. Mother Stella, A. C.
Sri U. Srinivasa Kini.

General Secretary :

Sri P. S. Venkatakrishna Rao.

Secretary for Secondary Education :

Sri M. Ramappa.

Secretary for Elementary Education :

Sri B. Venkat Rao.

The Teachers' Council met earlier in the day and approved the draft of the Report for the year 1955 and the Statement of Accounts for the year ending 31st December 1955. It discussed and formulated its opinion on the Resolutions to be taken up at the Annual Meeting.

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NEWS AND NOTES

NAPOKLU (Coorg)

Extracts from the welcome address at the 26th Annual Conference of the All Coorg Teachers' Association.

It is eight years since India attained Independence. The aims and objectives of educational policy in a free India are entirely different from those prevalent in India in pre-independence days. The role of education in India under British rule was mostly to prepare persons to man the administration. Then there was no question of mass education. But, in a free democratic India to-day, the policy of the Government is to bring education to the doors of every individual, young and old, irrespective of sex, class, creed or religion. The success of democracy depends on an intelligent participation of the people in the affairs of the country.

The education in free India should be of the type that would help the all round development of the child towards good citizenship and would help him to be self reliant. This Conference should discuss the ways and means of such a type of education and give suggestions to the Government and to the public.

If every person in the State should be self dependent and self reliant, the education that he receives should train him for vocational efficiency besides building up in him, qualities for good citizenship. With this object in view the Central Government and our State Government want to make education craft centred. In Coorg our Government has converted all the Middle Schools into Senior Basic Schools last year. It has already converted two High Schools into multi-purpose High Schools and proposes to convert the three other Government High Schools into mulit-purpose High Schools next year.

We see the standards of attainments in schools fast deteriorating and we feel it proper to place before this Conference some of the causes for the deterioration of standards in schools. They are the following :

1. Overcrowded classes.
2. Insufficiency of teachers in schools.
3. Preponderance of untrained teachers in schools.
4. Transfers of teachers in the middle of the year.
5. Irregular attendance of pupils.
6. Unmanageable schools.

There is a cry that there is more of indiscipline in the schools at present than some years ago. Some of the reasons for the growing indiscipline are the same as for the deterioration of standards. Owing to the increased strength in classes teachers can neither pay individual attention to the studies of the pupils nor have an intimate contact with them. This leads to the repetition of many pupils in the same class and such repeaters in every class will have a sense of frustration and breed indiscipline in the school.

I desire to state that in the curriculum of studies in the primary classes there are too many subjects and too many text books as would frighten any child to think of Nature study, Civics, History, Geography, Supplementary Story books besides Arithmatic and Kannada. We feel that since a language is only a vehicle to convey ideas subjects like Hygiene, Nature study. Stories can be included in the language text in suitably graded lessons. Likewise Civics, History and Geography can be combined in one book. This arrangement will hearten the children to study with more confidence and will lessen the financial burden of the parents.

These are some of the problems that have suggested themselves to us and we request this assembly of educationists to discuss these problems.

MADURAI

A public meeting was held in the Sourashtra Secondary School hall at 6 p.m. on 19th January 1956 under the presidentship of Sri R. Ramasubbu, B.A., B.T., the Headmaster of the school, to honour Sri N. M. R. V. Sivaprasad, an old student of the headmaster as well as the old student of the Sourashtra High School. He had been to U.S.A. for higher Technical Training and toured the various parts of America and the Continent. He was given a warm reception. Many distinguished citizens attended the meeting.

Sri N. M. R. V. Sivaprasad replied instantaneously and in an effective manner, in English, the shower of questions put forth by the students of this school covering all the fields of the American life, industry, politics, economy, agriculture, the existing relations between India and American races, diplomatic relations between India and America etc. Finally he expressed his desire of re-visiting America and his willingness in offering his technical experience for the improvement of our country. Then he expressed his heartfelt thanks to the school authorities for giving him such a chance of addressing the students of his own school.

Later on, a techni-colour filmshow was held in which many interesting and important places in America and Europe were exhibited. This film record was personally shot by Sri N. M. R. V. Sivaprasad.

Before the commencement of the filmshow Sri L. R. Kasiraman, a member of the staff proposed a vote of thanks.

GLEANINGS

EDUCATION IN POLAND

The teachers' Union covers all types of teachers : membership is voluntary, but 98 per cent join. The annual subscription is one per cent of monthly salary. The Union is consulted on all legislation affecting education ; its consent is required for changes in syllabuses, text books or administration. The Union has a palatial club and hostel that one can only envy. Besides safeguarding professional interests, it provides cultural amenities, especially in country districts ; it runs a network of libraries, provides cheap holidays in its own hostels in the health resorts, and runs courses for improving professional qualifications. The many cheap or free services available for teachers, such as free accommodation and fuel for village teachers, reduced rail fares, make it difficult to estimate living standards. Clothes, shoes and coffee, for example, are dear ; but rents do not exceed the equivalent of £ 1 per month. Salaries depend on qualifications and length of service, with increments after 3, 9 and 15 years. Technical teachers receive higher pay. However, in spite of recent increases, there is general agreement that teachers are not adequately paid.

—*The Progress of Education, January* 1956.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 8-45 a.m. on Saturday the 28th January, 1956 in the office of the Union, with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The following members were present:

Messrs. C. Ranganatha Aiyengar (Journal Secretary), A. T. Doraiswamy Iyengar (Chingleput), R. Munuswamy Mudaliar (North Arcot), M. R. Srinivasan (Madurai), S. D. Krishnamurthi Rao (Secretary, Protection Fund), A. M. Kanniappa Mudaliar (Vice-President), A. S. B. Philip (Tirunelveli), S. P. Athisayam Samuel (Tirunelveli), A. V. Thyagaraja Sastri (Tanjore), E. H. Parameswaran (South Malabar), K. M. Ramaswamy Gounder (Coimbatore), G. Srinivasachari (Madras), R. Bhuvarahan (Tiruchirapalli), R. Mahadevan (Tanjore), S. Natarajan (Ex-President), N. J. Rengaswamy (Ramnad) and V. Arunajatai (Secretary).

Letters were received from the following members, expressing inability to attend the meeting :—

(1) Sri N. Chinnaswamy Naidu (Coimbatore), (2) Sri P. S. Venkatakrishna Rao (South Kanara), (3) Sri C. M. Fazlur Rahman (North Arcot), (4) Sri E. N. Subramanyam (Vice-President), (5) Kumari A. V. Malathi (North Malabar), (6) Sri S. Subba Rao (Salem) and (7) Sri V. Antoniswamy (Ramnad).

1. The minutes of the last meeting were taken as read and recorded.

2. Sri T. P. Srinivasavaradan referred to the meeting as the first after his taking charge as President of the Union and said that the meeting had been convened in view of various points of importance that had to be considered immediately and to avail ourselves of the presence, during that time, of Sri S. Natarajan whose opinions and guidance would be of great help.

3. Before taking up items of the agenda, the President referred to the passing away of Mr. S. Natarajan's brother.

A resolution conveying the sympathies of the Members of the Executive Board to Sri Natarajan in his sad bereavement was passed, all the members standing and observing silence for a minute. The Secretary was asked to communicate the resolution to Mr. Natarajan.

4. Then the Secretary made a statement on the following points :—

(i) Representation to the Director of Public Instruction on liberalising leave rules to teachers in aided institutions.

(ii) Representation on closure of Teachers' Provident Fund account within a period of two to four months after the retirement of the teacher.

(iii) Memorandum to the Minister for Education on pension to teachers, on a scheme of compulsory insurance to teachers, on increase in the salaries of teachers and on points (i) and (ii) above and the deputation that would be waiting on the Minister shortly.

(iv) The registration of the Council of Educational Research and the work it had taken up in preparing Achievement Tests in English, Mathematics, Social Studies and Tamil for the First and Fourth Form levels.

(v) The circular to all District Teachers' Guilds for special contribution, for increased membership drive and for suggestion regarding housing scheme to members.

(vi) The 46th Madras State Educational Conference to be held at Chingleput in May 1956 with Sri S. Natarajan as President.

(vii) The registration of delegates on or before 31st March 1956 and notice of resolutions and topics and subjects

for discussion at the Conference on or before 1st March 1956.

5. The President then took up for discussion the following points :—

(1) Pattern of educational reorganisation.

(2) Language formula proposed by the Central Advisory Board of Education.

(3) Allotment of funds to Education in the second Five-Year Plan.

(4) Compensation at managements' rates for the fee foregone on account of fee concessions.

(5) Grant of pension and gratuity to teachers in aided schools.

(6) Political parties to dissuade students from participating in political demonstrations.

(7) Conduct of seminars along with the Annual State Educational Conference.

The following resolutions were passed by the Executive Board on the above points after full and free discussion :—

(a) The organisational pattern of Secondary Education :

The Board endorsed the views of the All India Council for Secondary Education that the school leaving age after the completion of the higher secondary stage should be 17 plus and that the standard of attainment should be as near the present intermediate as possible. In order to achieve this objective the higher secondary stage should be of four years duration after the completion of the senior basic or the middle school, as recommneded by the Secondary Education Commission. The curriculum for the first year should be so designed as to follow the general pattern of courses in the preceding stage and to bring out the aptitudes of the pupils making it easy for them to select one of the varied courses in the higher secondary and multipurpose schools.

In order to attain the above objects, the Board was of the view that formal education should begin at 6 plus and that an integrated course of seven years of basic education should be provided for all children preceding the higher secondary course of four years. Considering the peculiar distribution of population and the villages in the rural parts, it was suggested that this integrated course might be split up into a junior stage of four years and a senior stage of three years and that the schools providing the senior stage should be so located as to be easily accessible to the children of the nearby villages.

The Board was further of the view that the stage had now come for a survey of the facilities available now for elementary education and how to make use of those facilities to the best advantage for the spreading and the efficient organisation of elementary education. A proper planning of the location of the schools and defining the area of their service should be undertaken without delay.

(b) Study of Languages

The Board agreed with the views of the Central Advisory Board of Education that every pupil at the secondary school stage should study three languages. It was of the opinion that pupils in this State should be required to study English compulsorily. It was further of the opinion that the scheme of language studies recommended by the All India Council for Secondary Education, given as formula one by the Central Advisory Board of Education, might be adopted. The Board was therefore of opinion that in the context of diversity of languages in our State, it was not advisable to make Hindi compulsory, but provision for the study of Hindi must be made in every school.

(c) Allotment of funds for Education in the second Five-Year Plan :

The Executive Board of the Union viewed with regret that it had not been possible for the Planning Commission to agree to the modest minimum proposals of the Union Ministry of Education in the second Five-Year Plan. The Board while agreeing that adequate facilities were essential for

the success of any scheme in the planning in different fields of agricultural, industrial and power developments, urged upon the Union Government to provide at least the 500 crores recommended by the Central Advisory Board of Education.

The teachers in elementary and secondary schools throughout the State had all along been made to understand that in the second Five-Year Plan adequate funds would be alloted to improve their scales of salaries. The Board noted with great regret that the modest recommendations of the Union Ministry of Education and the Central Advisory Board of Education in regard to improvement of salaries of teachers "in order to bring them up to a level where men and women of the requisite ability can be attracted and retained in the profession" had not been agreed to by the Planning Commission. The condition of the Planning Commission that the States should find matching funds in order to earn central quota had not enabled some of the States whose resources were already earmarked for their own programme, to take full advantage of the quota.

The Executive Board invited the attention of the authorities to the resolution passed at the 30th All India Educational Conference held at Delhi and urged upon the Central Ministry to provide adequate funds to the States without insisting on a matching grant so as to enable them to raise the salary scales of their teachers to those recommended by the Central Ministry of Education.

(*d*) *Compensation for fee foregone:*

The Board considered the G.O. Ms. No. 1904, Education, dated 28th November 1955 regarding compensation due to grant of fee concessions to children up to III Form. It noted that the Government contemplated to fix standard rates for compensation. It desired to point out to the Government that if the standard rates to be fixed were to be lower than the managements' rates, it would seriously affect the budget of the schools and might either result in selective admissions of pupils eligible for concession or serious reduction in expenditure impairing the efficiency of the schools. The Board therefore urged upon the Government to consult the managements of aided secondary schools in this regard and arrive at a decision which would be fair and equitable.

(*e*) *Students' participation in political demonstrations:*

The Board noted with serious concern the action of certain student groups in certain parts of India in regard to the regrouping of States. It reiterated its view that such participation by students was responsible for disregard and disrespect for authority causing interruption of studies and leading to deterioration of standards. It called upon political leaders to dissuade students from participating in such demonstrations.

(*f*) *Departmental objection to payment of gratuity and pension to teachers:*

It was brought to the notice of the Board that expenditure incurred by certain managements in the payment of gratuity and pension to teachers was objected to by the departmental audit and in certain cases orders were issued for recovery, presumably because such expenditure was regarded as unnecessary and extravagant. The Board desired to point out that every Commission and Committee in its recommendations on service conditions of teachers had recommended the granting of pension and happily the Madras State had decided to grant pension to teachers in elementary schools and was having under consideration the extension of the pension scheme to other categories of teachers. The Board recorded its view that such expenditure was a legitimate charge and requested Government to give clear directions in this regard and if it could not be regarded as an item of expenditure eligible for grant, no objection should be taken for any scheme of gratuity or pension framed by the managements.

The Board also heard reports that very necessary items of expenditure

which the managements had been incurring from general funds as a matter of routine, such as paying allowances for special services rendered, were objected to. The Board felt that such interference with the discretion of managements might seriously damp the enthusiasm of private effort in secondary education.

6. The Executive Board resolved to appeal to Headmasters' Associations in the State to get themselves affiliated to the respective District Teachers' Guilds so that their administrative and academic experience could be of help to teachers' organisations when questions relating to syllabus, equipment, etc., should come up for consideration.

7. Sri S. Natarajan reminded the Executive Board that 1957 would be the Golden Jubilee year of the S.I.T.U. and appealed to the members to do their best to see that a suitable building was put up to commemorate the occasion. He suggested the Golden Jubilee Membership campaign and other measures for raising the necessary funds. He also suggested that each District Teachers' Guild should have a target and contribute its quota thus ensuring success in the endeavour.

The Executive Board authorised the Working Committee to constitute the Golden Jubilee Committee for the celebration of the Golden Jubilee of the Union in 1957.

8. The Board authorised the Secretary to take steps for organising seminars on at least two subjects along with the State Educational Conference.

9. The programme of the State Educational Conference, the topics to be discussed at the sectional Conferences, the agenda for the General Body Meeting and amendments to the rules of the Union were left to be prepared by the local members of the Working Committee of the Union.

10. The Benevolent Fund Committee was authorised to frame bye-laws for the administration of the Benevolent Fund.

11. It was brought to the notice of the Board that teachers who had invested their Provident Fund amounts in National Savings Certificates found it difficult to realise the amounts on maturity and interest was lost on account of the delay in this regard. It was therefore resolved that suitable representation should be made to the authorities on this point.

12. Sri K. M. Ramaswami Gounder of Gobichettipalayam was elected to the vacant seat in the Working Committee.

With a vote of thanks by the Secretary the meeting terminated.

V. ARUNAJATAI,
1st *February*, 1956. *Secretary.*

Proceedings of the meeting of the Working Committee held at 2 p.m. on Saturday the 28th January 1956 with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

Members present:

1. Sri E. H. Parameswaran.
2. Sri A. M. Kanniappa Mudaliar.
3. Sri R. Munuswamy Mudaliar.
4. Sri C. Ranganatha Aiyengar.
5. Sri G. Srinivasachari.
6. Sri K. M. Ramaswami Gounder.
7. Sri S. D. Krishnamurthi Rao.

The members considered the report of the three-member committee on the amendment to the rules of the Union with regard to the three points referred to it at the last meeting of the Executive Board.

The view was expressed that the Working Committee could wait till the proposals regarding the reorganisation of States took a definite shape.

A sub-committee consisting of the following five members was constituted to go further into the question and submit a report.

1. Sri E. H. Parameswaran.
2. Sri K. M. Ramaswami Gounder.
3. Sri G. Srinivasachari.
4. Sri A. M. Kanniappa Mudaliar.
5. Sri T. P. Srinivasavaradan.

V. ARUNAJATAI,
1st *February*, 1956. *Secretary.*

OUR BOOKSHELF

1. *Annabella at the lighthouse*
   by
2. *Annabella takes a plunge*
   Mary Fitt
3. *Annabella to the rescue*
4. *Okara the Hunter* : by Frank Denver.

(Thomas, Nelson & Sons, Ltd., Edinburgh. Price 2sh. 4d. each.)

These four books are of the Panther Library series. The stories are exciting and full of adventures and as such should prove very appealing to the youthful readers of the Indian secondary schools. The printing and get up are uniformly well maintained with illustrations here and there. Exercises on comprehension and language are given for each chapter at the end of the book.

Verses and Songs : Parts I, II and III—selected by F. L. Billows.

(Macmillan & Co., Ltd. Prices As. 8, As. 9 and As. 10 respectively.)

The author of these volumes is well-known to teachers in South India for his zeal and enthusiasm for the proper teaching of English to Indian children so that these may learn the language correctly and be able to appreciate its use in the world of today.

The South India Teachers' Union at whose instance these books have been prepared by the author and published by Messrs. Macmillan & Co. strongly appeals to all teachers and educational institutions in South India to have them introduced in their classes and taught properly, so that the main object, viz., 'bringing joy and delight into their teaching and into the language learning of the thousands of children in their schools' may be realised.

His teaching tips to the teacher and the explanatory notes at the end of each volume should prove to be of real use. Each volume contains thirty poems.

The world almanac and book of facts, 1955 : (Published by the New York World Telegram. Price $1.00 a copy.)

A good current reference book for information about U.S.A. and some other general information.

English Language Teaching, Vol. X, No. 1. October—December, 1955. (Published quarterly by the British Council. Annual subscription Rs. 3-4-0.)

The present issue is devoted to the following topics : Teaching English literature ; verb-adverb combinations ; the position of the adverb ; reading with understanding ; Number—using the group in oral work.

A simple course in grammar and composition, Book-I : by Dawood and Christie. (K. & J. Cooper, Bombay-4. Price Re. 1-12-0.)

This is a very attractive and simple book on grammar which will be found to be highly useful to the beginners after the first two years of study of English, i.e., in the eighth standard of secondary schools.

Work, Wealth and Wages (in Hindi) : by Row and Wren. (K. & J. Cooper, Bombay-4. Price 14 annas.)

Some time ago we had reviewed an English book of the same title in the pages of this journal—a first book on economics easily presented to young students.

1. *Hindi-Guzarathi Teacher* : Price Re. 1-0-0.
2. *French Teacher* : Price Re. 1-0-0.
3. *English grammar with Hindi* : Price Re. 0-4-0.
4. *Essay writing* (in English) : Price Re. 0-2-0.

All these four books written by N. G. Mehta, Joshi Baugh, Kalyan, will be found useful to learners of these

languages. Items 3 and 4 are intended for matric students.

The Child's diary, January to March 1956 : (K. & J. Cooper, Bombay-4. Price 5 annas.)

This contains photos of India's prominent leaders and each page has three days allotted for notes. Children should be induced to note down what they consider important against each day.

List of publications received and thankfully acknowledged :—

1. Education in Britian, July 1955. (British Information Services).
2. Bulletin of the National Foundation for Educational Research in England and Wales.
3. Sir Sivaswamy Ayyar High School Magazine, Tirukattupalli, 1955-56.

C. R.

FILM STRIPS

We acknowledge with thanks the receipt of the following film- strips kindly sent to us as specimens by the Educational Productions, Ltd., London, S.W. 1, and also East Ardsley, Wakefield, Yorkshire, England.

1. Primary Geography series—Everyday life in U.S.A. farming (colour), No. 6157.

2. Through Nepal to Everest (colour), No. 6155.

3. India : Forests, Fisheries, Minerals and Industrial development, No. 5063.

4. The geological action of running water, No. D. 103.

5. Air routes of the World, No. 4—India to Japan, No. 4856.

6. The story of Timber.

We had these film strips projected on a screen and found the pictures very clear and attractive.

(NOTE.—These six strips are kept in the office of the South India Teachers' Union and will be lent to institutions on request.

C. R.

THE XLVI MADRAS STATE EDUCATIONAL CONFERENCE, CHINGLEPUT

NOTICE

Only Teachers' Associations affiliated to the South India Teachers' Union can send delegates to the Conference.

The delegation fee is annas Eight per delegate to be sent to the office of the S. I. T. U., Raja Annamalaipuram, Madras-28.

The last date for the registration of delegates is 31st March 1956.

The Teachers' Associations are requested to co-operate by sending early enough the list of delegates and the delegation fee.

Madras-28,
29-2-1956.

V. ARUNAJATAI,
Secretary, S. I. T. U.

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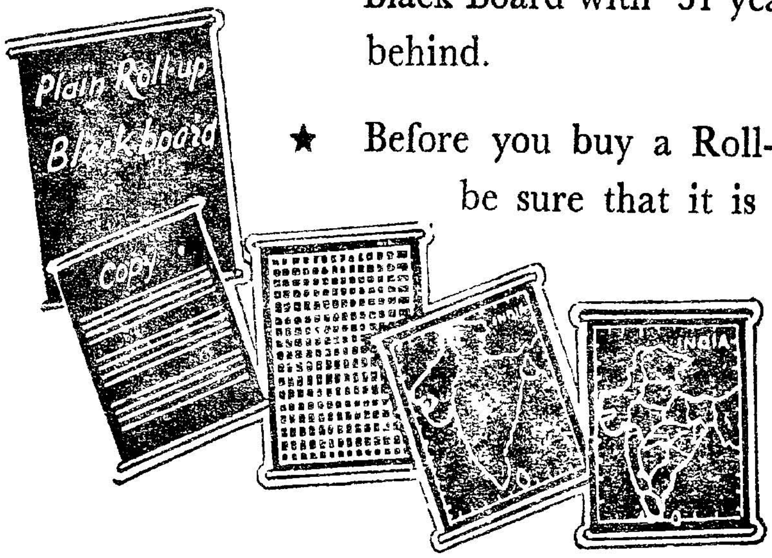

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The Bombay Teachers' Journal (March, 1937)

Both Wren's "High School English Grammar" and Wren and Martin's "High School English Composition" are now largely used in schools. At the suggestion of several Headmasters, this ONE-VOLUME edition of the two books is published at a low price. Part II of "High School English Grammar" is, however, omitted as Part I of "High School English Composition" covers the same ground somewhat more fully.

★

647 pages

"Wren's Composition hardly requires any recommendation or review as it is very widely read all over the land. By placing this book in the market, the publishers have hardly left......any room for choice."
—*The Bombay Teachers' Journal* (March, 1937)

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—*The Bombay Teachers' Journal* (March, 1937)

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EDITORIAL

Life Insurance for Teachers:

The ordinance promulgated on the 20th February, 1956 bringing under direct management of the Union Government all life insurance companies' takes away from the control of the South India Teachers' Union the S.I.T.U. Protection Fund which has been functioning as an insurance company for over 28 years for the benefit of teachers and educational officers and their families. This is the only company in this country working on mutual basis wholly managed by teacher-policyholders through their elected Board of Management. During the entire period of its work there has not been a single case of fraud or embezzlement. Periodical actuarial reports record high praise for the very low expense ratio and the high standard of honesty, economy and prudence characterising the administration of the fund. Inspite of the premium rates being very low—nay even lowest—the company has been able to declare bonuses on a par with some of the foremost insurance companies in this country.

Policies are issued for even such a small amount as Rs. 250 subject to an upper limit of Rs. 4,000. The rates of premium are worked out on monthly basis so that teachers find it easy to pay off their premia monthly when they receive their pay. Certain relaxations from the general rules of Insurance Act specially sanctioned for this company particularly those in regard to medical examination and continuity of service in the profession have made it so popular that apart from Teachers of this State those from Bombay and Andhra States have become policyholders. A fairly good proportion of women teachers have joined the fund owing to easier policy conditions.

The enrolment of policyholders is effected through voluntary workers who are either honorary or service minded. District Teachers' Guilds and Teachers' Associations are the honorary agents for the necessary propaganda in this behalf and the honorary publicity officers form the link between the fund and the agents. Teachers take a pride in their own fund and evince considerable interest in its progress. The present asset of Rs. 15 lakhs has been created by them by careful husbanding of the resources.

In investing the funds every care is taken that there is no speculation. Certain portion of available funds is invested in helping the extension of school and college buildings, construction of its own office and staff quarters and buildings for teachers.

In these ways a sense of brotherhood among the members of the teaching profession has been strengthened. Economy has been built up on the rock of honest brotherhood dignified by the spirit of selfless service. It is not mere business; it is something more than that. All these special characteristics will be lost in the nationalised scheme. Teachers are not likely to be enthusiastic about insuring their lives in such a company, unless by an All India comprehensive legislation they are compelled to do so. Any scheme devised by Government should take into consideration the low salaries and conditions of service of teachers and should incorporate the peculiar features of the S.I.T.U. Protection Fund Scheme.

In these circumstances it will be advisable to leave our company and those working on similar lines (i.e., linked professionally) alone, and allow them to develop along their own lines, the Government retaining control over investment policy only as hitherto.

We are only sorry that the initiative, enterprise, liveliness and sustained activity which should characterise every phase of a democratic society will be absent in the new set up so far as insurance work is concerned.

Moreover the South India Teachers' Union has given the goodwill for the business. Will this be retained in the future set up of the company ? Will those in authority give careful consideration to the above points before proceeding further ?

Madras Budget

The teaching profession was made to expect some surprising announcements on the revision of the salary scales of teachers, both in elementary and secondary schools. Though the Minister for Education has not made any announcement, he has indicated in his reply to the budget speeches that as soon as the scheme for educational reorganisation was finalised, he would come before the Legislative Assembly again for additional funds, particularly with reference to the emoluments of elementary school teachers. He further said that in the second Five-Year Plan period he was sure he would be able to give some satisfaction to the teachers, though not entire satisfaction. He admitted that the present scales of salaries for teachers in secondary schools required revision for the better. That the Education Minister had good intentions to do something to the teaching profession is well-known, but delay causes frustration among the teachers. He has to his credit the introduction of pension scheme to the elementary school teachers, fee concession to poor children up to the end of Third Form and the extension of the concession now up to end of high school course in the case of children of elementary school teachers and head-constables. These are some of the beneficial schemes he has introduced and we are thankful to him. In presenting the budget he has also said that the Government scale of pay would be made applicable to all secondary grade teachers.

The South India Teachers' Union has all along been urging that pending the revision of scales of salaries, all managements should be asked to adopt Government scales of salaries for all categories of teachers. When the anomalies were pointed out at the last session of the Legislative Council, the Minister for Education admitted the force of the argument and assured of common scales being introduced as early as possible. By so doing the financial commitment to the Government will be very small. *Justice delayed is justice denied.*

Security of Tenure of Teachers

It is regrettable to note that some of the managements are treating the agreement between the teacher and the management as mere scrap of paper. A few managements have sent a communication to their employees that the agreement entered into would cease to be valid and operative from the beginning of next school year and if the employees were to be taken back, fresh agreements would be entered into stipulating their scales of salaries. This is a very clear way of defeating the objective of the agreement. Such

managements do not deserve any sympathy either from the public or from the Government. If every year or once in two or three years there is a change of teachers, education in such institutions will be of a very low standard, as teachers cannot be expected to give of their best to the pupils, since there is no security of tenure. It is the duty of the public and the Government to see that every pie given either by the parents as school fees or by the Government as aid is put to the best use and that sound education is given to the children. It is high time that the Government took steps to see that the agreements are not treated as scraps of paper and where there is such a violation, recognition of such schools should be withdrawn.

THE S. I. T. U. BENEVOLENT FUND

Serial subscription number of members who have renewed their subscription for the year 1955-56 :—

Board High School, Kaveripatnam, Salem.

Nos. 1800 - 1803, 1805 - 1809, 1811, 2787, 2788.

K. S. Boys High School, Srivaikuntam. Tirunelveli.

Nos. 1566 - 1574, 1576 - 1579, 1582 - 1589, 1591 - 1595, 2820, 2821.

Board High School, Arni, North Arcot.

Nos. 754 - 758, 761, 762, 764 - 767, 769 - 772, 775 - 777, 2872, 2874, 2876.

Serial subscription number of members who have commenced their subscription from the year 1955-56 :—

Board High School, Kaveripatnam, Salem.

3246. Sri S. Subbiah.
3247. „ M. V. Subramanian.
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3249. Sri N. S. Kumaresan
3250. „ P. M. Md. Ghouse.
3251. „ V. Palaniandi.
3252. „ T. Tirupathi.

K. S. Boys High School, Srivaikuntam, Tirunelveli.

3253. Sri E. Paramasivan.
3254. „ L. Seetharaman.
3255. „ K. Pachiappan.
3256. „ T. Shanmugasundaram.
3257. „ T. Seshadri.
3258. Sri S. Vaideeswara Iyer, Retired Headmaster, 1, Thazhankinar St., Villivakkam.

Board High School, Arni, North Arcot.

3259. Sri V. Appandairaju.
3260. „ V. Mahadevan.
3261. „ T. Chinnaswami.
3262. „ K. Sattanathan.
3263. „ K. G. Pachiappan.
3264. Miss. V. Kasturi.

Municipal Ely. School, Arni, Saidapet, N. Arcot.

3265. Sri A. Varadarajan.

Rules Supplement to Part I-B of the Fort St. George Gazette dated 22-2-1956.

Department of Health, Education and Local Administration.

(Education)

Amendments to rules relating to grant of recognition and aid to elementary schools.

(G. O. Ms. No. 192, Education, dated 7th February 1956).

The following amendments shall be made to the rules relating to the grant of recognition and aid to elementary schools, published with Education Department Notification No. 243, dated 21st August 1939 at pages 556-568 of Part I-B of the Fort St. George Gazette, dated 29th August 1939, as subsequently amended:

Amendments

In the said rules, under "Chapter II—Rules for aid," in rule 4 (5)—

(i) in the second sub-paragraph, the sentence "In cases abortion the period of absence should be treated as on leave referred to in the preceding sub-paragraph" shall be omitted.

(ii) for the third sub-paragraph, the following shall be substituted namely:—

"Permanent married women teachers employed in aided elementary schools may be granted maternity leave in cases of abortion also for a period which may extend to six weeks. A non-permanent married woman teacher employed in aided elementary school should take in such cases ordinary leave for which she may be eligible under paragraph 1 of this rule; if however, she had been in service for not less than one year before the commencement of the leave and if she is not eligible for any leave under paragraph 1 of this rule, or if the leave to her credit is less than six weeks, maternity leave may be granted for a period not exceeding six weeks or for the period that falls short of six weeks as the case may be.

The grant of maternity leave is subject to the following further conditions:—

The leave application should be supported by a certificate from a registered medical practitioner to the effect that the abortion or miscarriage occurred after a period of twelve weeks of pregnancy or that it was a case of extra-uterine pregnancy."

(iii) note 3 shall be omitted.

R. A. GOPALASWAMI,
Secretary to Government.